

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

The 4-2C Program integrates twenty-first century workplace skills into an innovative guidance program: 4-2C represents each student's **4**-year sequential program to achieve career and college (**2C**) success. The "**2C**" is not limited to college; it represents lifelong post secondary learning for all students. To achieve personal, educational and career success in all students, 4-2C focuses on decision-making skills, teamwork, collaboration, adaptability to change, innovation, personal responsibility and problem-solving skills.

4-2C raises student career and educational aspirations and achievement by increasing self-awareness, developing student responsibility, and promoting abilities and talents. Each year developmental guidance activities and classroom sessions are conducted to achieve 4-2C goals. The 4-2C activities are also linked to protective factors to promote resiliency, personal responsibility and self-efficacy.

To achieve these goals, the 4-2C program is founded on the following:

1. Every student sets a tentative career goal.
2. Every student sets a tentative educational goal.
3. Every student develops a four year plan.
4. Every student has the opportunity to use his/her unique talents, abilities, interests and multiple intelligences.

The title, 4-2C, was coined when America's businesses brainstormed innovative solutions to the Y-2K problems. The school brainstormed creative ways to overlay the twofold goals of career and educational planning, rather than dichotomize them. Students learn to accept increasing responsibility for the decisions they make about their future and understand the relationship between educational and career success.

The 4-2C program sequences activities to develop skills to be a lifelong learner and productive worker who is able to adapt to our changing world. Every student moves through a four-year sequence of activities for awareness, exploration, self-evaluation, goal setting and implementation. The 4-2C program is an integrated curriculum implementing the Cross-Content Workplace Standards delivered through core classes, guidance groups, and educational technology. Assessments are conducted in Spanish when appropriate. Career, educational, workplace information sources and assessments are linked on the school's guidance web page.

Sample 4-2C objectives and sequenced activities

Establishing a realistic career goal	COPS Worksheet
Establishing an appropriate educational goal	4 Year Academic Plan
Identifying learning style	Learning Styles Inventory
Identifying unique talents, interests, and abilities	Pyramid Activity
Using appropriate problem-solving skills	Peace Project Role Plays
Identifying career interests	COPS, Strong Campbell, ExPAN
Integrating career/educational goals	Personal Profile
Using unique talents, interests and abilities	Dream CareerActivity
Implementing college/career plan	Senior Survey
Mentoring freshmen to raise career aspirations	Senior Time Capsule

The 4-2C Program is innovative because it integrates educational and career planning into one delivery model rather than focus on educational and career goals separately. It also integrates knowledge of learning styles and multiple intelligences into the individual 4-2C plan to raise career and educational aspirations. For example, when students describe their dream career, they analyze their multiple talents, abilities, and educational aspirations to decide if their career choice is a good fit. Career and college/post secondary educational plans are no longer separate tracks that do not intersect. The 4-2C Plan unifies educational and career planning.

As soon as eighth graders begin to plan their freshman courses, they initiate their 4-2C four-year plan. Twice per year, students reevaluate their educational and career goal, and update their four year 4-2C plan with the knowledge and understanding gained from developmental guidance activities.

2. List the specific Core Curriculum Content Standards, including the Cross-Content Work Place Readiness Standards addressed by the practice and describe how the practice addresses those standards. Provide an example to substantiate your response.

Cross Content Workplace Standards Addressed by the Practice

Standard 1 All students will develop career planning and workplace readiness skills. The 4-2C Program provides sequential activities for career awareness, exploration, planning, skill building, and implementation.

Examples

Grade 10: After completing and self-scoring the COPS, students identify their two highest interest clusters and select two occupations to research using the Internet.

Grade 9: After completing the decision making, conflict resolution and mediation unit all freshmen will role play group scenarios in teams to demonstrate effective conflict resolution, values choices and problem solving skills.

Standard 2 All students will use technology, information and other tools. The 4-2C Program activities use technological tools, including the Internet, e-mail, and search engines as resources. The guidance web pages provide links to useful sites.

Examples

Grade 11: Students will complete the ExPAN career survey using the link on the guidance web page and print their personal career profile.

Grade 12: After completing the Senior Personal Profile and Senior Activity Worksheet on the guidance web page, seniors will complete their personal statement or resume.

Standard 3 All students will use critical thinking, decision-making and problem solving skills.

The 4-2C Plan increases student responsibility for their decisions by using role-plays, critical analyses, group problem solving, and values clarification. Tentative career and college/post secondary decisions are reevaluated through decision-making models and updated each year.

Examples

Grade 9: After completing the decision making, conflict resolution and mediation unit, all freshmen will role play group scenarios in teams to demonstrate effective conflict resolution, values choices and problem solving skills.

Grade 12: After brainstorming advice to incoming freshmen, seniors complete the time capsule mentoring activity to share their advice for high school success with new students.

Standard 4 All students will demonstrate self-management skills.

The 4-2C Program emphasizes student executive and metacognitive functions as manager, decision-maker, and planner. The executive function utilizes their ability and skill to integrate knowledge about self, education, career, values, and life skills.

Examples

Grades 9-12: Students will revise and update their Four Year Academic Plan after analyzing data from their report cards, progress reports, work evaluations and personal accomplishments

Grades 11 and 12: After completing the College/Post Secondary Preparation Chart, students will update their 4-2C plan using data about ability, achievement, motivation, and skills.

3. Describe the educational needs of students that the practice addressed. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

Educational Needs

Students demonstrated needs for self-awareness, self-exploration, career exploration and decision making on the Student Guidance and Counseling Needs Assessment. A Parent Needs Assessment and Teacher Needs Assessment were used to validate and prioritize student needs in the school, workplace, and the community.

Assessment

Three levels of assessment document student progress and program effectiveness.

Level 1 assessments are completed by all students grades 9-12. All students complete a personal needs questionnaire, educational goal, career goal, four-year academic plan, and career plan.

Level 2 assessments are administered by grade level.

Ninth graders complete: problem-solving skills, conflict resolution, and values pretest and post test from the Project Peace curriculum and Learning Styles Inventory.

Tenth graders complete: COPS career interest survey, Career Plan, College/Post Secondary Education Preparation Analysis.

Eleventh graders complete: Personal Profile, Activities Profile, 4-2C Post Secondary/College Educational Plan, Career Plan, ExPAN Career Survey, and Personal Goals Statement.

Twelfth graders complete: Strong Campbell Interest Inventory, 4-2C Action Plan, Midyear 4-2C Update, Time Capsule Advice for Freshmen, and Graduation Survey.

Level 3 assessment addresses school goals through annual process evaluation, student guidance focus group, district guidance advisory committee, and developmental guidance program evaluation.

4. Describe how you would replicate the practice in another school and/or district.

The 4-2C Program is easily replicable.

1. The goals and objectives are clearly stated and indexed to the Cross Content Workplace Standards and the ASCA Standards.
2. The four-year academic plan is designed in a format that can be easily adapted to the graduation requirements of another district.
3. Guidance activities and methods are outlined in a checklist format. Counselors and teachers in another district can replicate them without special training.
4. The local needs assessment can be modified easily by another school using the Cross Content Workplace Standards, the Cumulative Progress Indicators of the Cross-Content Workplace Standards, and the ASCA Standards. Both Standards are presented in a grid format.
5. Student work sheets and activities can be copied and administered easily without training. Directions are self-explanatory. Activities are coded with Standards.
6. Forms can be uploaded on a school's guidance web page for easy access to students.
7. Standardized assessment instruments such as COPS, ExPAN, or Strong Campbell are inexpensive self-administered tools. COPS is easily self-scored. ExPAN is scored on line immediately and produces a student report.
8. A monthly calendar of activities provides a chronological and developmental sequence.
9. Process and product evaluation methods are listed step-by-step for easy replications.